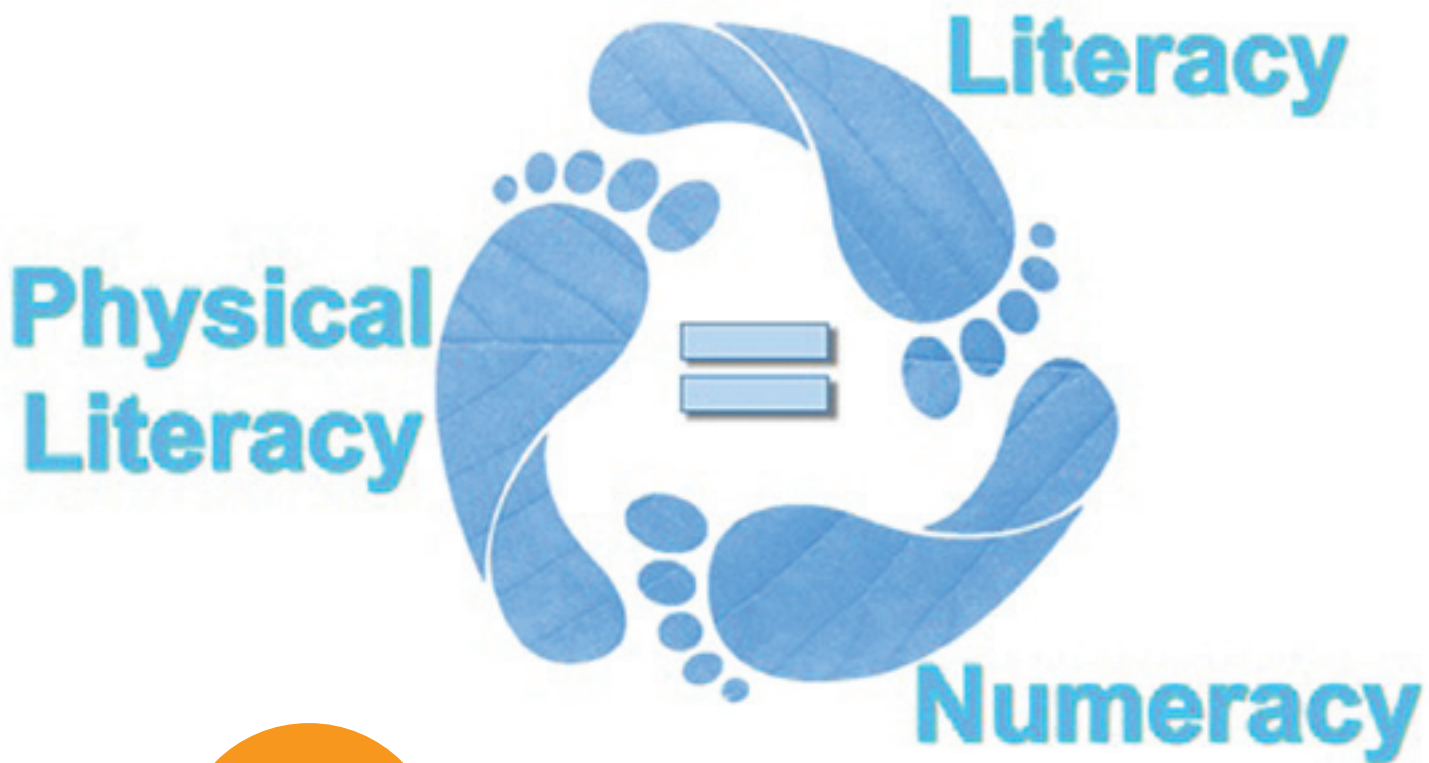
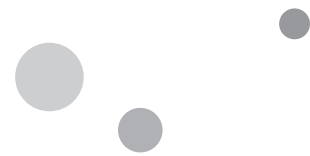


# Physical Literacy

Toolkit



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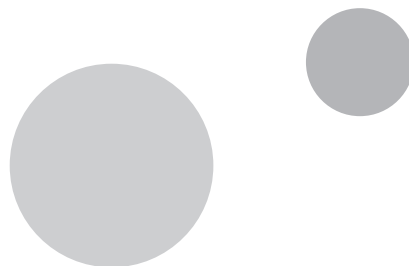
# Manitoba *in motion*

*In motion* is a provincial strategy to help all Manitobans make physical activity part of their daily lives for health benefits and enjoyment. Our vision is to make Manitobans healthier by increasing everyone’s level of physical activity.

Most of us already know the importance of active living. Physical activity increases energy, reduces stress, strengthens the heart and lungs and helps us reach and maintain a healthy body weight. The result is a better quality of life for people of all ages.

Yet less than half of all Manitobans get enough physical activity to gain those health benefits. What’s needed is the motivation to get each other and ourselves “in motion.” That is why the provincial government has joined with community partners in the areas of physical activity, health, healthy living, recreation, sport and education to raise activity levels and reduce barriers to physical activity.

*In motion* activities focus on families, children, youth, adults and older adults in the school, home, community and workplace settings. Support is available to help schools, workplaces and communities develop action plans to become “in motion.”



# Healthy Schools *in motion*

Healthy Schools and Manitoba *in motion* have worked together to offer Healthy Schools *in motion*. Encouraging schools to become *in motion* is one way to promote physical activity to children and youth.

## About Healthy Schools

Healthy Schools is Manitoba’s provincial school health initiative promoting the physical, emotional and social health of school communities. The Healthy Schools initiative recognizes that good health is important for learning and that schools can have a positive influence on the health of children, youth and their families. Working in partnership with school divisions, schools, and community partners, Healthy Schools supports progress towards positive health and education outcomes for all students. The initiative focuses on six priority health areas within the context of the school community:

- physical activity
- healthy eating
- safety and injury prevention
- substance use and addictions
- sexual and reproductive health
- mental health promotion

For more information about Healthy Schools, visit: [www.manitoba.ca/healthyschools](http://www.manitoba.ca/healthyschools)

## About Healthy Schools *in motion*

A Healthy School *in motion* values the benefits of physical activity and ensures that it is a visible priority in the daily life of the school. An *in motion* school commits to working towards the goal of providing 30 minutes of daily physical activity for each student. This is achieved through any combination of physical education, physical activity breaks, physical activity programs, intramurals and special events. By registering your school, you are making the commitment to work towards this goal.

## Why promote physical activity at school?

Schools are in a unique position to have a positive influence on the health of children, youth and their families. In addition, the growing body of research from Canada and around the world shows that children and youth who engage in regular physical activity have improved academic performance. Promoting physical activity at school is a win-win. Children and youth need daily physical activity for healthy growth and development. The *Canadian Physical Activity Guidelines* recommend that children and youth accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day. Yet research shows that only nine per cent of boys and four per cent of girls accumulate 60 minutes of moderate-to-vigorous intensity physical activity per day.



## Benefits of being a Healthy School *in motion*

Physical activity has many benefits and it affects all aspects of a child's growth and development. Regular physical activity is an important part of every child's daily life. Schools that promote physical activity not only benefit the health and wellbeing of their students, but also encourage and benefit their staff and community. It is important to educate, encourage and motivate children to participate in regular physical activity. The benefits of physical activity stay with children as they become adults and the positive behavioural traits of active children may transfer to adulthood. For children, being regularly active:

- enhances academic performance. Basic classroom skills including arithmetic, reading, memorization and categorization improve with sufficient physical activity.
- is beneficial psychologically, improving self esteem regardless of the child's weight.
- improves skeletal health, which in turn reduces their risk of developing osteoporosis in the future. Daily weight-bearing activities, of even brief duration during adolescence, are critical for enhancing bone development that affects skeletal health throughout life.
- has a positive impact on behaviour and healthy lifestyles. Among young people, high levels of fitness are associated with a decline in smoking and drinking behaviour, and healthier eating habits.
- results in having less body fat.

## Contact Us

For more information on Healthy Schools *in motion*:

Phone: 204-945-3648 In Winnipeg

Toll free: 1-866-788-3648

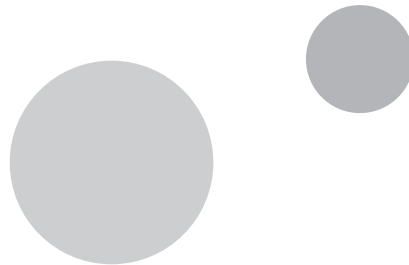
website: [www.manitobainmotion.ca/schools](http://www.manitobainmotion.ca/schools)

# Preface

Delivery of physical literacy through our physical education curricula is important, given the state of physical activity and fitness of our children. This toolkit was designed to facilitate the delivery of physical literacy to children engaged in our school system. However, the ideas portrayed within this document are fitting for the sport, recreation and even preschool settings.

The two objectives are:

1. to enhance knowledge related to physical literacy
2. to provide an example of physical literacy lesson planning



# Physical Literacy

Literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills that enable them to address the challenges they can face in life, and represents an essential step in basic education, which is an indispensable means for effective participation in the societies and economies of the twenty-first century.

Based upon this definition, literacy is not restricted to reading and writing. According to the United Nations Education, Scientific, and Cultural Organization (UNESCO; 2003), literacy is concerned with how we communicate in society and the social practices and relationships, about knowledge, language and culture.

## What is physical literacy?

Physical and Health Education Canada (PHE) describes a physically literate child this way:

“Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.”

Research has shown that being physically active later in life depends on an individual’s ability to feel confident in an activity setting. That confidence most often comes from having **learned fundamental movement and sport skills, or physical literacy**, as a child. Research has also shown that without the development of physical literacy, many children and youth withdraw from physical activity and sport and turn to more inactive, unhealthy choices during their leisure time. Physical literacy is an indispensable means for active participation in the societies and the development and maintenance of good health.

All health and physical education curriculums across Canada refer to the development of physical literacy or fundamental movement skills. In Manitoba, we have the general learning outcome for movement, which outlines the basic movement skills developmental process, which is the same as development of physical literacy. Visit <http://www.edu.gov.mb.ca/k12/cur/physhlth/index.html>.



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## Physical Literacy Portals

PHE Canada Physical Literacy Portal

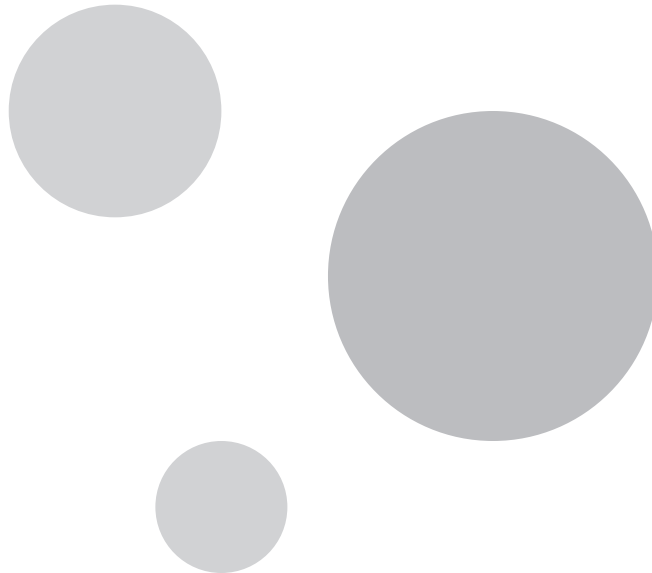
<http://www.phecanada.ca/programs/physical-literacy/physical-literacy-educational-strategies>

Canadian Sport for Life Physical Literacy Portal

<http://www.canadiansportforlife.ca/learn-about-canadian-sport-life/physical-literacy>

Active for Life Physical Literacy Portal

<http://activeforlife.ca/physical-literacy/>



# Alignment of Physical Literacy with the Literacy Movement

The literacy movement, and its cousin, numeracy both have longstanding history in Canada and the world. In Canada, the education system is primarily responsible for a near linear increase in a child’s vocabulary from ages five to 17.

Physical literacy is a relatively recent addition to the literacy game. Although mentions of physical literacy date back to the 1960s, its recent resurgence is largely fuelled by the low levels of fitness and physical activity, as well as rising rates of obesity of our children, and the downstream diseases that follow.

The physical literacy movement should be consistent with the literacy and numeracy domains. In that light, the following are physical literacy terms that are wholly consistent with those of literacy:



- **movement vocabulary** – An individual’s repertoire of movement skills (or sequence of skills).
- **movement fluency** – The ability to execute a component of movement vocabulary with expertise.
- **physical proficiency** – The ability to select and proficiently execute movement vocabulary suitable to an environment or setting.
- **physical literacy (literacy aligned definition)** – The ability to demonstrate physical proficiencies in multiple environments.

## Canadian Sport for Life Definition

Physical literacy is the development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control in a wide range of physical activity, rhythmic (dance) and sport situations. Physical literacy also includes the ability to read what is going on around them in an activity setting and react appropriately to those events.



## PHE Canada Definition

“Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.”

The differences between these three definitions are largely a matter of semantics. In the United States, they are still using fundamental movement skills as the basis of PE, but there is a movement afoot for adopting physical literacy or movement literacy terminology.

# Physical Literacy across Sectors

The development of physical literacy in childhood is a gateway to participation in anything that is physical in this world. Being proficient at a diverse set of movement skills provides opportunities for a child to participate in all forms of play, in structured recreation activities and sports. Further, being physically literate is important for optimal performance in one’s chosen vocation and activities of daily living, ranging from painting your house, to being employed as a police officer or being an electrician. Finally, being physically literate is strongly implicated in the prevention of injury in many settings; from back injuries during lifting at the workplace, knee injuries on the soccer field, to slipping on ice and fracturing a hip or wrist on your sidewalk.

Physical literacy is important in all the following sectors:

- recreation and sport
- education
- vocation
- activities of daily living
- health



# Physical Literacy and the Dimensions of Wellness

Physical literacy involves more than just the physical development of a child (a child’s ability to move), it involves intellectual development (making the right decisions based upon problem solving – when and how to move), as well as emotional development (confidence and self-esteem), and even social development (teamwork).



.....

# Fundamental Movement Skills and Physical Literacy

A common but important question is: What is the difference between fundamental movement skills and physical literacy? The distinction between them guides the education process.

Fundamental movement skills are generally separated into three major categories:

1. transport or locomotor skills
2. object manipulation skills
3. balance and stability skills

The development of these fundamental skills forms the foundation for participation in physically active leisure time pursuits including sports and recreational activities.



## Assessment of Proficiency

Most curriculums set the developmentally mature form of the movement to be the standard for proficiency – entry-level competence. Most schools have charts listing the key criterion that are essential to observe in the mature form of fundamental movement skills, such as running, throwing and catching. There is an expectation that the child should exhibit the mature form of behaviour by a specific age. Certainly, achieving this milestone is important in the identification of children that may exhibit physical (neural or muscular) impairment of function. However, children that achieve the same milestone of mature based upon criteria for a movement such as running do not have equal abilities. Physical literacy goes beyond the mature form by assessing proficiency level in reference to the expert level.



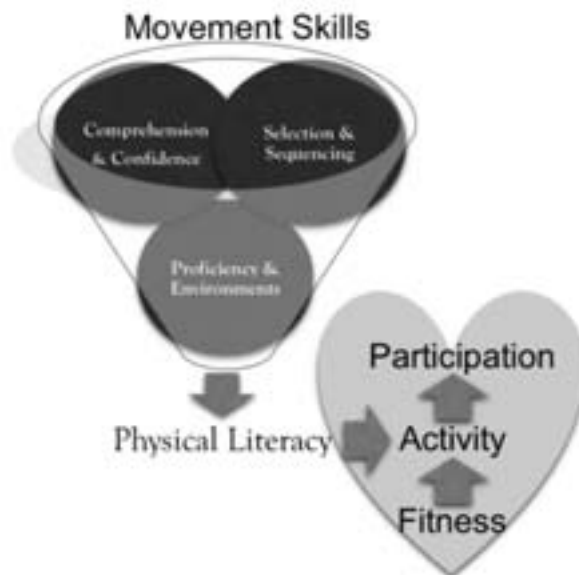
## Fundamental Movement Skills (FMS) and General Movement Skills (GMS)

Fundamental movement skills (FMS) are largely prerequisite skills for performance in sporting and recreation activities, and are essential for delivery to our children. However, the traditional series of skills identified in the FMS setting is a subset of the skills needed for performance, participation and injury prevention across all the sectors.

General movement skills (GMS) could be a term we employ that covers all the requisite movement skills. The FMS series would be subset of the very large set in the GMS bank. For example, the GMS set would include skills such as the ability to perform a cutting manoeuvre with both the right leg and the left leg. Also, FMS is largely a land-based skill set. So the GMS set would include all the skills needed for performance in the other key environments (air, water, snow and ice), as well as skills specific to activities with vehicles and animals.

Physically literacy is much more than just competence in fundamental movement skills.

Below is a schematic diagram showing the relationship between movement skills and physical literacy. Further, it illustrates physical literacy as the gateway to activity and participation. Fitness acts as a modifier limiting the amount of activity possible. Ultimately, people actively participating in life will improve their chances of being healthy contributing members of society.



A description of each of the elements that differentiate physical literacy from movement skills is provided below.

## Movement Comprehension

Physically literate children not only can execute the movement but also understand the vocabulary of movement. This requires them to comprehend and express movement terminology. Each child should be able to demonstrate a movement upon command – without mimicry.

## Movement Proficiency

Physically literate children may need to execute movement at a higher level of proficiency than entry level of competence to participate successfully in activities. By Grade 6, many children demonstrate a mature form of throwing (entry-level competence), but they don't necessarily throw the same distances and at the same speeds. Participating in sport may require more than entry-level competence. The concept of physical literacy allows for expert mastery of a skill at any age. This allows for progression in running form from entry competence, expected in Grade 3 to highly proficient by Grade 12, to a possible expert form expressed by an international-calibre track athlete by age 22. Movement mastery requires more than just exposure. It requires repetition-based learning. Physical literacy demands more than just entry-level competence (mature form).

## Movement Diversity

Physically literate children will be able to execute proficiently more than just the basic list of fundamental movement skills. A physically literate child will have a diverse repertoire of movement skills – termed a movement vocabulary. There is no perfectly physically literate person and there never will be. Children will demonstrate interests in developing certain parts of their movement repertoire for various reasons and this can be used to advantage – fostering them to pursue their interests. But this should not come at the expense of the basics. As the Manitoba PE curriculum states, it is an expectation that children will be able to throw, kick, catch and run by grade 6 and that physical literacy continues to develop to grade 12. Certainly, expectations exist and can readily be adapted for



children with disabilities. All children should be provided the instruction and enriched environment for developing their movement repertoire to the best of their abilities.

## **Movement Environments**

Physically literate children will be able to demonstrate their movement vocabulary in diverse environments, such as being able to run on snow, ice, gravel, sand and through water. Similarly, a physically literate child will demonstrate movement vocabulary on land indoors or outdoors, on ice, on snow, in water, in air or while riding a vehicle or even a horse. We are largely land-locked to our gyms so it is understandable that we focus on this environment. There is good evidence to support getting kids outdoors for activity, and this offers different surfaces and conditions for exploring movement.

## **Movement Sequencing**

Physically literate children will be able to sequence their movement vocabulary appropriate to the circumstance, such as combining a run, with a hop and a two-foot landing – long jump. Most sports and recreation activities require sequencing of fundamental movement skills, rather than a single skill execution. Sequencing requires learning.

## **Movement Selection and Modification**

Physically literate children will be aware of the setting and environment, and be capable of adapting movement patterns, as well as selecting suitable movements to accomplish a task, such as throwing a side arm pass without foot to ground contact during a collision. Problem solving is a key element of physical literacy and is completely absent in fundamental skill execution. Tossing a ball to a runner is a complex task and requires progression and repetition.





## Movement Confidence

Physically literate children will execute movements in a confident manner. Developing movement skills in a challenging setting with positive feedback allows the experience of success relative to expectations, promoting enhanced self-esteem, and overall confidence. Younger children naturally are overconfident in movement execution, and in the formative years (Grades 2 to 5), children learn to adjust their confidence to match their ever-changing movement proficiency. We should be supportive at this stage.

In creating an educational experience directed to developing physical literacy, we should consider the aforementioned elements in curricular delivery:

- comprehension
- proficiency
- diversity
- sequencing
- selection
- modification
- environments
- confidence



## Fundamental Movement Skills Resources

PHE Canada

<http://www.phecanada.ca/fms>

Canadian Sport for Life FMS

<http://www.canadiansportforlife.ca/fundamental-skills/fundamental-movement-skills>

Home based FMS

[http://www.healthpromotion.com.au/Documents/FMS/Fun\\_Activities@home\\_to\\_practise\\_FMS.pdf](http://www.healthpromotion.com.au/Documents/FMS/Fun_Activities@home_to_practise_FMS.pdf)

Coaching Association of Canada

[http://www.coach.ca/files/FMS\\_PD\\_\\_Powerpoint\\_EN\\_v5\\_2011\\_1.pdf](http://www.coach.ca/files/FMS_PD__Powerpoint_EN_v5_2011_1.pdf)

Manitoba Movement Skills

<http://www.movementskillsmanitoba.com/>

Kiwi Sport Fundamental Skills

<http://latiptro.webs.com/documents/kiwisports%20fundamental.pdf>

Body Management Activities

[http://fulltext.ausport.gov.au/fulltext/1994/hillary/body\\_balance78-94.pdf](http://fulltext.ausport.gov.au/fulltext/1994/hillary/body_balance78-94.pdf)

Back Pocket Games

<http://lin.ca/resource-details/997>

Push2Play for an hour a day Playbook

<http://www.sk.bluecross.ca/push2play/>

# Physical Literacy Assessment

## Passport for Life

PHE Canada has created the new Passport for Life program. This program is currently directed to Grades 3 to 6, with expansion for Grades 7 to 9. The Passport for Life is a formative assessment tool of physical literacy in children.

The Passport for Life assessment for movement skills uses the following terms:

- emerging
- developing
- acquired
- accomplished

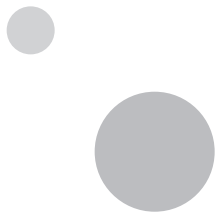
Visit <http://physlit.online-compliance.com/> for more information.

## Physical Literacy Assessment of Youth (PLAY) Tools

Canadian Sport for Life offers a battery of tools for assessment of physical literacy.

These assessment tools can be used for a variety of purposes, from formative assessments to goal setting exercises, to parental engagement. Teachers are advised to familiarize themselves with these tools.

Visit [www.canadiansportforlife.ca](http://www.canadiansportforlife.ca) for more information.



# Achieving Physical Literacy

We need to impart physical literacy in our children – there is no doubt. It is part of the curriculum. We have very specific exercise guidelines for developing fitness, as well as physical activity guidelines. In comparison, our guidelines for developing physical literacy, in particular the movement skill component, are not as well directed.

We have very specific exercise guidelines for developing cardiovascular fitness, strength and endurance, flexibility, and we have age specific physical activity guidelines. In comparison, our guidelines for developing physical literacy, in particular the movement skill component, are not as well directed. In absence of guidelines, we have to rely on motor control principles, which have been established scientifically. These include the use of repetition-based learning, during which intrinsic and extrinsic feedback form the foundation of improving movement proficiency.

There are no motor learning guidelines, however well known motor learning principles:

## Explain, Demonstrate, Observe, Correct

Classic instructional technique for introduction of a new movement skill involves explaining the movement, followed by demonstration of the correct movement (live time or video) highlighting the key movement sequence elements. Then, the student is asked to perform the movement for a few repetitions while the instructor observes. The initial few repetitions allow the student to perform self-correction using intrinsic feedback before the instructor provides corrective instructions (extrinsic feedback). This sequence (explain-demonstrate-observe-correct) is still the foundation of the introduction of a new movement. However, this sequence alone is inadequate for development of movement competence. Developing movement competence requires adequate repetition (practice).

## Movement Repetition – Practice

Becoming proficient at a task requires practice through repetition. A child requires a substantial number of repetitions (hundreds to thousands) of a movement to become proficient at it.

If the movement has objectives, then as the student performs repetitions, there will be intrinsic feedback that can used to correct the movement. Often, we are too quick to provide extrinsic feedback (verbal). Also, the standard method of providing extrinsic feedback – one at a time execution – limits the number of times a child can perform the movement.



Let's imagine that you were able to throw a flying disc (Frisbee) quite well, and then were asked to learn how to throw the disc with the opposite hand. You can imagine that with practice throwing the disc into a bin, placed 10 metres away, that you would demonstrate progressive improvement in performance. Repetition would give you intrinsic feedback and knowledge of results (Frisbee into target bin). This sort of example can apply to creating an effective motor learning environment for the development of physical literacy.

## Enriched Environment

Children need an enriched environment to develop physical literacy. The fixed and unfixed equipment in a gym for development of physical literacy is limitless, and goes beyond basic sports equipment.



# A Lesson Plan

A lesson plan is the foundation for achieving curricular objectives. A written lesson plan is essential for organized teaching, confidence in delivery of curriculum, and designing adaptations for specific children. It provides direct linkages to curriculum and a legacy for future teachers.

## PE Class Lesson Plan Template

*Title:* \_\_\_\_\_

\_\_\_\_\_

*Description (Overview and Purpose):* \_\_\_\_\_

\_\_\_\_\_

*Age Range:* \_\_\_\_\_

\_\_\_\_\_

*Objective:* \_\_\_\_\_

\_\_\_\_\_

*Prerequisites:* \_\_\_\_\_

\_\_\_\_\_

*Curricular Links:* \_\_\_\_\_

\_\_\_\_\_

*Resources:* \_\_\_\_\_

\_\_\_\_\_

*Teacher Preparation:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

.....

*Materials and Equipment:* \_\_\_\_\_

\_\_\_\_\_

*Set-up:* \_\_\_\_\_

\_\_\_\_\_

*Instruction:* \_\_\_\_\_

\_\_\_\_\_

*Activities:* \_\_\_\_\_

\_\_\_\_\_

*Variations:* \_\_\_\_\_

\_\_\_\_\_

*Wrap Up:* \_\_\_\_\_

\_\_\_\_\_

*Assessment / Feedback:* \_\_\_\_\_

\_\_\_\_\_

*Extensions to Community:* \_\_\_\_\_

\_\_\_\_\_

*Extensions to Parents:* \_\_\_\_\_

\_\_\_\_\_

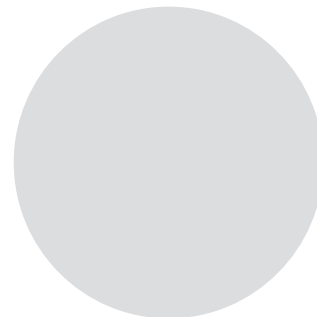
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## Traditional Circuit Training

Many of us are familiar with traditional forms of circuit training. Originally, circuit training was designed for fitness development. In most people's minds, it conjures up a series of strength training stations. Certainly most of us could design a circuit for development of strength, endurance, flexibility and cardiovascular fitness.

We would have the participant perform a set number of repetitions against a known load for strength and endurance. We would have them perform a total body or large muscle group, multi-joint movement at a known effort level for a specific time for developing cardiovascular endurance.





## Physical Literacy Circuit Training – “Circus” Training

We can use the concept of circuit training for motor learning. A physical literacy circuit is designed to provide repetition based learning and does not necessarily involve a fitness goal or a physical activity goal. However, these goals could be secondary. To differentiate physical literacy circuit training from classic fitness circuits, we call it circus training. The circus training is designed to develop movement vocabulary in children of all ages.

Many games and activities exist that can be modified to help children in motor development, in creating physically literate children. These games and activities can be placed in stations so that all children can accrue repetitions of movements.

Circuits for physical literacy training should not be timed. You should observe the class and provide a signal for when to switch, based upon various factors such as lack of attention to task, fatigue, etc.

For the earlier age groups (under Grade 5) the rotation from one station to another should be teacher-led.

The number of stations in the circuit is dependent upon the activities in each station (how many people the station can manage). With an average class size of about 22 people, the number of manageable stations could range from two to eight. In a two-station circuit, the typical lesson plan would involve two physical literacy games played simultaneously. Then the class would switch. For four or more stations, the activities would be more task-skill oriented than game based. Creating a challenging but rewarding environment is key to succeeding. Offering variety of circuits enhances compliance. Consistency and progression from one circuit to another allows development.



# Physical Literacy Circuits

This section provides two examples of a physical literacy circuit or circus training using the lesson plan template – one suitable for K to 6, and the other suitable for Grades 7 to 12.

For circus training video demos, visit [www.manitobainmotion.ca/schools/physical\\_literacy\\_toolkits](http://www.manitobainmotion.ca/schools/physical_literacy_toolkits).

## Kindergarten to Grade 6

**Title:** *Physical Literacy Circuit #1*

**Description (Overview and Purpose):** This circuit will maximize participation while providing repetition-based learning of tossing, jumping, hopping and dynamic balancing in a fun, non-judgmental, social environment.

**Grade Range:** *K to 3*

**Objective:** The students complete at least two complete circuits of four different activities over the course of a class – class time permitting.

**Prerequisites:** The students will have had instruction on the difference between hopping and jumping. Possible requisite for heel-to-toe walking on beam.

**Curricular Links:** K.1.K.A.1, etc. in the Movement GLO.

**Resources:** No resources required.

**Teacher Preparation:** No preparation required.

**Materials and Equipment:**

- Vinyl spots marked with the alphabet A to Z.
- Vinyl spots marked with the numbers 1 to 10.
- Foam balance beam in a curve (substitute line walk, rope walk)
- Thirty bean bags and a plastic tub. Possibly two pylons to mark throwing distance.
- Whistle.

**Setup:**

Gym is sectioned into four regions with equipment pre-laid out for the class.

**Station 1:** Jump the alphabet. Dots in winding pattern.

**Station 2:** Toss beanbags into box from behind line.



Station 3: Hop the number dots.

Station 4: Walk the balance beam.

***Instruction:***

Demonstrate with one child what to do at each station.

***Activities:***

Class is split into four groups, one per station.

Whistle starts the activity. Whistle stops the activity. Teacher walks one group to the next station and the others follow to fill.

**Rotation 1 of complete circuit:** performed at own pace, rotate 4X – exposure

After each completion of the circuit, the teacher dumps the beanbags and spreads them.

**Rotation 2:** see how far you can get before the tub is filled, rotate 4X – creates sense of excitement without it being a formal race.

***Variations:***

**Rotation 3+:** Vary the tasks – jump two numbers, hop on other foot, backward walk, toss with opposite hand or two hands.

Have students clean up the stations.

Finish with a Stop and Go.

**Assessment/feedback:** minor cueing during activities for hop and jump, provide encouragement. PLAY Tools and or Passport for Life tools could be used for assessments.

**Wrap Up:** Finish with a stop and go practicing hops right, hops left, jumps, and toe to heel walking on lines from one corner of gym to the other.

**Extensions to community:** suggest different places in community that children can get training (gymnastics programs, run jump throw in recreation and athletics), etc.

**Extensions to parents:** Provide physical literacy homework for parents to check off by rudimentary variations of activities performed at home. Home based demonstration of tasks (ex: hops versus jumps).

## Substitutions

There are literally hundreds of substitutions for each station described in this example physical literacy circuit. There are many web-based resources for developing individual stations. The curriculum has specific learning objectives that also guide the station design.



## Grade 6-12

### *Title: Physical Literacy Circuit #2*

**Description (overview and purpose):** This circuit will provide repetition based learning of combinations of skills, as well as provide repetition based learning of cutting manoeuvres. This circuit will also provide moderate PA for the students.

### *Grade Range: Grade 6 to 12*

**Objective:** The students finish at least four complete circuits of four different activities over the course of a class – class time permitting.

**Prerequisites:** Prior class on ladder drills. Prior class on pylon drills.

### *Curricular Links:*

**Resources:** No resources required.

**Teacher Preparation:** No preparation required.

### *Materials and Equipment:*

Two 10-metre agility ladders

Four low pylons in a 2.5-metre square pattern with beanbags perched on top.

One or two beanbags for foot relay.

### *Set-up:*

Gym is sectioned into four regions with the equipment pre-laid out for the class. Students separated into four groups.

**Station 1:** Agility ladder with a pylon set at four rungs (start point for next student). A paper sheet on floor describing four different ladder drills to perform in sequence (in-in-out-out, icky shuffle, cross-outs, scissors)

**Station 2:** beanbag relay

**Station 3:** Agility ladder with a pylon set at four rungs (start point for next student). A paper sheet on floor describing four different ladder drills to perform in sequence (rapid thru one in each, high knees one in each, jump three, ladder crossovers)

**Station 4:** Beanbag shuffling drill.

The order of stations is important. It must provide relative rest between stations.

### *Activity:*

Students start the circuits on signal and stop on signal (whistle). Students rotate clockwise as indicated.

Ladder drills are performed consecutively and continuously at stations one and three.

Beanbag relay is a foot relay where one beanbag is passed from foot-to-foot in a circle.



Beanbag shuffle is a drill where students stand in line at one pylon. One student then takes the beanbag on the starting pylon to the next pylon. The student then swaps beanbag from start pylon to the diagonal pylon and back. Then the student proceeds to the remaining pylon. Once complete the next student commences.

***Variations:***

You can add two beanbags simultaneously to the foot-passing relay. You can have them stand shoulder to shoulder. You can have them alternate facing in and out. You can have them pass from the non-dominant foot to the non-dominant foot.

You can modify the ladder drills by providing new sheets with new drills halfway through the circuit.

You can modify the beanbag shuffle by having two stations of four pylons side-by-side and having a completion race. You can modify the stations by having balls perched on top so greater accuracy is required.

**Assessment/feedback:** minor cueing during activities, provide encouragement.

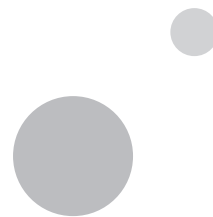
**Wrap Up:** Finish with a class beanbag relay or two circles competing.

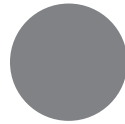
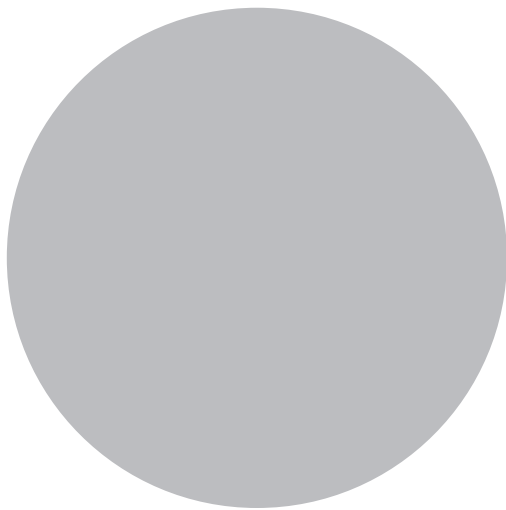
**Extensions to community:** Ask students to identify how the exercises benefit sports in communities.

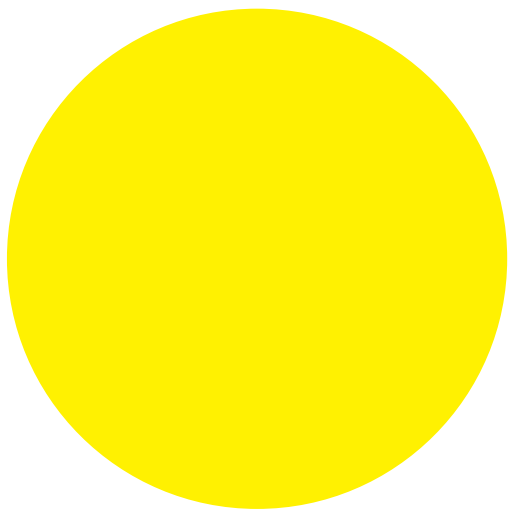
**Extensions to parents:** Parents are enthralled by the ability of students to perform basic ladder drills.

## Substitutions

There are literally hundreds of substitutions for each station described in this example physical literacy circuit. There are many web-based resources to help in developing individual stations. The curriculum also has specific learning objectives that guide station design.







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